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ABSTRACT

After a year of involvement in the Head Start Basic Educational Skills (BES) Program, the people of Meadville, Mississippi have developed this program description to document current implementation and to define their vision for the future course of Meadville's BES Program. The program description is designed to inform and assist individuals who have annual responsibility for implementing, assessing, and refining the program. The program description consists of two parts: (1) background information on the Meadville Project, and (2) description of current implementation and future adaptation. In the first section, the community, the schools (both Head Start and elementary), the grantee, the BES staff, and the facilitator (Far West Laboratory for Educational Research and Development) are described. The second section contains a separate segment on each of the program elements: Parent Involvement, Curriculum, Teacher Attitudes and Behaviors, and Continuity. Each of these segments includes two types of information. The first describes the activities taking place in the program element during the program year being reported. The second type of information concerns plans for the future--the desired outcomes for Meadville's adaptation of the facilitator's educational approach. (Author/MP)

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MEADVILLE, MISSISSIPPI

BASIC EDUCATIONAL SKILLS PROJECT

PROGRAM DESCRIPTION

1980

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CHAPTER ONE: INTRODUCTION

Purpose of the Program Description

After a year of involvement in the Head Start Basic Educational Skills (BES) Program, the people of Meadville, Mississippi have developed this Program Description to document current implementation and to define their vision for the future course of Meadville's BES Program. The Program Description is designed to inform and assist the annual responsibility of implementing, assessing, and refining the program.

Elements of the Program Description

The Program Description will consist of the following parts:

1. Background information on the Meadville Project.

In this section, the community, the schools (both Head Start and elementary), the grantee, the BES staff, and the facilitator (Far West Laboratory for Educational Research and Development) are described.

2. Description of current implementation and future adaptation.

This section contains a separate segment on each of the program elements: Parent Involvement, Curriculum, Teacher Attitudes and Behaviors, and Continuity. Each of these segments includes two types of information. The first describes the activities taking place in the program element during this program year. The second type of information concerns plans for the future -- the desired outcomes for Meadville's adaptation of the facilitator's educational approach.

Utility of the Program Description

This Program Description can be used as an information unit for national as well as local reference. Additionally, this description will be valuable

to local and national decision makers in determining direction for continued development and refinement of the local and the national programs. It can also serve as a resource in evaluating local implementation of the facilitator's educational approach and of national HSBES goals.

Development of the Program Description

The material in this description comes from five sources: 1) six grade-level chairpersons and two principals from the Franklin County Elementary School who met as a group to describe current and future activities at the elementary level; 2) three Head Start teachers and the Area II Education Specialist from MAP (the grantee) who met as a group to provide the Head Start input; 3) a group of Head Start parents, the Area II Education Specialist and Director (MAP), and the BES Manager who reviewed and set the image for parent involvement; 4) a group that presented the administration's viewpoint, consisting of the Coordinator of Title I and all federal projects, the ACYF Regional Representative, the two elementary principals, the Assistant Superintendent of Franklin County Schools, the Manager of the BES Project, and two representatives from the facilitator.

The facilitator met with each group to stimulate discussion -- raising questions for clarity and probing for more depth in reflection, but remaining essentially outside the deliberations. All meetings were scribed and tape-recorded. The facilitator then generated a draft of the Program Description for the local site's revisions. The final document (inclusive of all site-specified revisions) was produced by the facilitator and submitted to the National Office of ACYF. Copies were given to the local site, the grantee (MAP), and the Regional Office of ACYF.

CHAPTER TWO: BACKGROUND

The Community

Franklin County, covering an area of 568 square miles, is a small rural community located in Southwest Mississippi; it has one elementary school, one high school, and three Head Start Centers. The BES community includes the towns of Bude, Roxie, New Fork, and Meadville. Because Meadville is the County Seat, the community is often referred to nationally as the Meadville Project. Its actual name is the Mississippi Action For Progress, Inc. and Franklin County School District's Basic Education Skills Project.

The population of Franklin County is 8,203; 38.9% of the population (3,114) is Black and 61.1% (4,897) is white.

The county's median income in 1969 was $4,800 per family. For Black families it was $2,555. There are 2,000 families in the area, with 900 earning below $4,000 annually. Sixty-five percent of the school population comes from low-income families, with ½% on ARDC. The average family membership is six.

THE SCHOOLS

Head Start Centers

The Bude Head Start Center is located in the Threadgill Methodist Church in Bude and consists of two units, with one teacher and one teaching assistant per unit. The New Fork Head Start Center is located in the New Fork Methodist Church in Meadville and consists of two units (two teaching teams). The Roxie Head Start Center is in a former recreational building in Roxie and consists of three units (three teaching teams). All of the above sites have received licenses from the Mississippi State Board of Health for the 1979-80 school term.

During the 1979-80 program year, 106 children were in the Head Start Program. Of these, 35 were three years old; 34 were four; 39 were five; and four were handicapped. All of these were Black and spoke only English. All of the staff are working toward CDA.

Franklin County Elementary School

Franklin County Elementary, the feeder school, consists of three brick buildings and three mobile units serving grades K-5. There are 43 classrooms, a cafeteria, an auditorium/gym, and a nurse's station. The buildings are in good condition. The playground area is equipped. Buses are operational and periodically replaced.

There are five teachers holding state certification in Early Childhood Education and 44 in Elementary Education. Forty-three teachers have BA degrees or higher. There are 18 Black teachers and 31 white teachers; seven Black and 17 white assistants; and two principals, one white male at the primary school and one Black male at the upper elementary school. The school has 900 students, of which 31 are handicapped, 428 are Black, and 472 are white. All the children speak English.

The Grantee

Mississippi Action for Progress, Inc. (MAP), a Head Start Program covering 20 counties in Mississippi (of which Franklin County is one), is the grantee for the BES Project. The grantee has legal and fiscal responsibilities for administering funds for the BES grant.

Implementation of the BES Project designates responsibilities to the grantee, the elementary school, and the BES staff as indicated in the agreement signed by the MAP Director and the Franklin County Superintendent. Both agencies shall seek to actively monitor all facets of the BES Project in an effort to illuminate strengths and buttress weaknesses in the program's

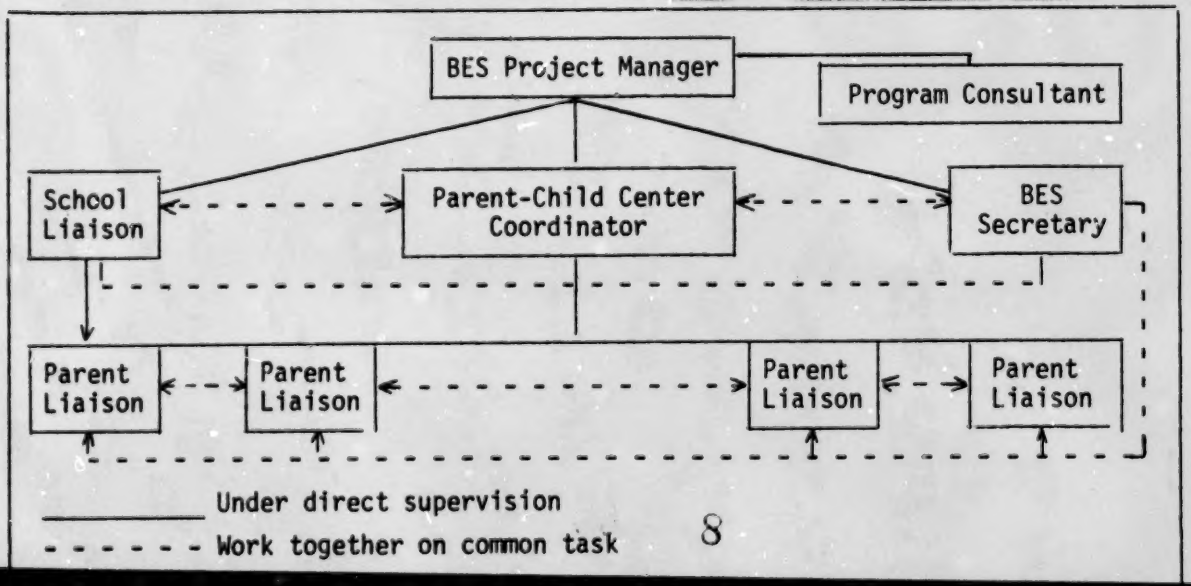
structure. MAP and the Franklin County School System will be responsible for implementing the programmatic responsibilities of the proposed grant, and will also be consulted regarding legal and fiscal matters.

Personnel hired for the BES Project must be approved by the MAP governing body (the Board of Citizens), with major consideration given to the recommendations of the Superintendent of the Franklin School District. The BES staff are employees of MAP and are subject to the same guidelines and procedures as all Head Start MAP staff.

MAP has grouped its 20 counties into large geographic areas identified by number. Each has its own administration directly responsible to the Executive Director of MAP. The BES Project is in Area II. Operations with BES children at the three centers are under the supervision of the Area II administrators and the BES Director. The BES Manager coordinates directions on BES matters for Head Start staff with the Area Director and the Area Education Specialist.

The BES Staff

The BES staff consist of eight people. With the exception of the Manager, all persons on staff live in Franklin County. The roles of the staff and the relationships between roles are represented in the diagram below.



Thaddeus Collins, the Project Manager, is responsible for day-to-day program administration, curriculum development, and program leadership. He coordinates and implements short- and long-range goals and objectives for the Curriculum, Parent Involvement, Teacher Attitudes and Behavior, and Continuity elements; designs and implements the staff development program; consults with the facilitator regarding program development and direction of program; and maintains contact with the Administration of Children, Youth, and Families regarding the project. He must keep the grantee's Board of Directors and Policy Council and the School Board of Franklin County informed of project developments. Mr. Collins works closely with program consultants, technical assistance providers, and other groups in implementing all project activities.

Dr. Rejohnna Brown, the Program Consultant, works with the BES Project Manager and the grantee Executive Director to provide guidance for the implementation of the components of the program. She also works directly with head staff and the centers, conducting observations, providing feedback, testing children, conducting workshops, etc.

The Parent/Child Center Coordinator is Gloria Queen. She is responsible for day-to-day operation of the Parent/Child Center. She develops plans for the Tutorial Program and coordinates all activities during tutorial sessions; supervises the secretary and the Parent Liaisons; maintains records of time and attendance for Parent Liaisons and clerical help; assists parents in center activities and coordinates training for parents working with children at home; and keeps the log and inventory of materials. She works with the Program Manager and a school liaison.

The Project Liaison, Mr. Bob Hester, is the link between the BES Program and the Superintendent. He is in frequent contact with the Superintendent and Board of Education regarding project activities.

The Parent Liaisons are Gloria Middleton, Maxine Hockett, Alice Allen, and Carla Garner. They are responsible for the daily contact with BES parents. They meet with the project's Parent Advisory Council once a month and constantly keep parents informed of the activities of the project. They are actively involved in the Tutorial Program and work with parents at home as well as at the center.

The Facilitator

The Far West Laboratory for Educational Research and Development (FWL), the facilitator for the Meadville BES Project, has for the past 10 years been refining and implementing its Responsive Education Program (Responsive Model). The Laboratory has provided training and technical assistance in many parts of the world, particularly to Head Start and Follow Through Programs in the United States.

The Responsive Model represents a truly interactive approach to learning and is grounded in experiences with children from birth through the early school years. Parents are an integral part of the model; rich teacher/parent relationships are seen as crucial to the child's attitudes toward learning and the learning environment. Cognitive development is seen as the most important part of a child's life, having a bearing on all other developmental domains.

This model is both Developmental-Interactional and Development-Cognitive in nature. The teacher's role is that of an analyzer of 1) child behavior and 2) the physical and social milieu of the classroom. The teacher participates actively in organizing learning experiences, guiding children's discoveries, and creating individual and group experiences to meet development needs.

The model is deeply grounded in child development theory, enabling

teachers to be artful observers and skillful intervenors. Developmental stages are used to illuminate the needs and behavior patterns of children. The content of the curriculum is flexible to meet individual needs, and is based on a developmental understanding of children and on learning tasks. Teachers and children both initiate interaction, and the curriculum has been designed with a focus on spatial rather than temporal structures. Special emphasis is placed on children's active experience with materials, in order to create learning based on understanding. Intellectual development is viewed not as an isolated entity, but as one of six development domains (also including social-emotional, linguistic, moral, physical, and psycho-sexual). These domains are intimately related one to another, and are appropriate content areas for curricular considerations.

The Responsive Model sees the style used by teachers, parents, and other adults for their interaction with children as lessons in how to view and be viewed in the world. Children gain their emotional and social skills, opinions, and world views partly from the way they are treated while performing tasks.

The Responsive Model has three goals:

To support cognitive development by promoting the development of problem-solving abilities that enable learners to think creatively and critically and produce effective solutions to problems.

To support healthy self-concept by encouraging learners to use their own ideas, values, and learning styles productively so that they see themselves realistically and have confidence in their potential for growth.

To support cultural pluralism by promoting the development of attitudes and behaviors that enable learners to 1) understand and value ethnic and cultural diversity, and 2) interact equitably in a pluralistic society.

The three goals of the program define the conditions of a Responsive

Learning Environment. Whatever the curriculum content, a Responsive Classroom has these characteristics, which are recognized as the principles of the program for children:

- Children's experience, backgrounds, and interests are assets.

The Responsive Approach is based on the assumptions that learning is most productive when founded on existing skills and interests, and b) children of all ethnic and economic groups come to the classroom with valuable experience and ways of doing things.

- Children develop increasing responsibility for their own learning.

While teachers provide support to the degree that children need it, they strive to help children become self-motivating and self-regulating in the process of formulating and solving problems.

- Children learn skills and concepts through meaningful, integrated learning experiences.

Learning experiences are developmentally appropriate and are based on the children's interests and real-world needs. Academic skills (e.g., reading, computing) are presented as important tools for problem solving; a learning experience usually incorporates a variety of academic skills.

- Children share knowledge and ideas.

Children learn to use others as resources and to respect different points of view and different ways of doing things. They interact productively to raise and resolve social issues.

When the goals and principles are implemented, the classroom is organized to permit individual, small-group, and large-group activities. Children are offered choices of activities through learning centers or other arrangements. Materials appropriate for a variety of learning modes are placed within easy reach.

The program is implemented through the training of adults as classroom staff. Staff development can be conducted either by Responsive Model staff or by local staff developers who receive training in the program. Books, films, handbooks, and other materials supplement the staff development.

Responsive Staff Development is based upon how adults learn as well as on the principles of Responsive Learning. These principles, as they apply to staff development, are:

1. Adult learners' present knowledge, skills, and interests influence plans for subsequent experiences. A bridge can always be found to the new by way of the familiar.

2. Adult learners share in substantive decision making, especially concerning selection of appropriate content and format for learning experiences. A higher degree of responsibility is apt to increase the level of commitment to the program.

3. Adult learners begin learning from a problem/concern focus relevant to their immediate classroom situation. Learning is self-motivating and interesting when the issues stem from actual concern of the learner. Teachers who are stimulated to explore, to understand, and to value their own thoughts and feelings will be likely to find effective means of helping children to do the same.

4. Adult learners share different perspectives to broaden their own and others' experience bases. Planning for one individual or one program component does not exist in isolation. Interaction is necessary to synthesize and integrate, as well as to bring out different views that can enrich the individual and group experience.

Responsive Staff Development experiences utilize the Responsive Process for Facilitating Learning. This process -- used for conducting virtually all learning experiences, from individual conferences and independent learning, to workshops, to the entire year's inservice plan -- proceeds through the following phases:

- Gathering information to establish relationships. The staff developer, teachers, and significant others continually share current factual and perceived information about themselves and the program in formal and informal ways.

- Establishing a clear focus. The learners express their needs and interests and make goal statements in order to identify pertinent issues for themselves and to guide the direction of the total group and individual learning experiences.

- Determining the learners' experience base. The learners relate their specific knowledge, skills, and past experiences to the particular focal topic in order to use their own experience as a basis for understanding and assimilating new experiences.

- Engaging in learning experiences. Learners participate in experience-based, problem-solving learning activities which foster the use of their own preferred learning modes and styles, in order to facilitate growth in a specified area of learning.

- Integrating and assessing knowledge/abilities gained. The learners explain the way they put newly acquired knowledge and skills together with already existing ones; then identify the value of the experience for themselves.

- Applying knowledge and abilities in appropriate setting. Learners select an appropriate setting and, through practice, reality testing, and continual self-assessment, work toward mastery of a learning challenge to make use of the information or skill acquired.

- Assessing growth and planning next steps. The learners and the Staff Developer assess the learners' growth and ability based on previously established criteria. Independently and with the Staff Developer the learner considers his or her current interests, needs, and desired direction in order to determine whether or not present goals and areas of focus are appropriate.

Emphasis is placed on learners directing their own learning as much as possible; hence, they are offered the opportunity to choose the approach most suited to both the chosen content and their own learning styles.

Individualized guidance on a one-to-one, team, or small-group basis is one of the most frequently utilized Responsive inservice approaches. Individual assistance may consist of informal contact, arranged conferences, observation and feedback, demonstrations in the classroom, joint lesson planning, referral to other sources of information, and observation of other classrooms.

Workshops are another vehicle for teaching and learning in Responsive Staff Development Programs. Workshops are comprised of activities in which

participants are actively involved in observing, doing, and discussing. A Responsive Workshop deals with teacher, district, and program needs within the context of an ongoing, long-range inservice plan. Within each workshop, learners have opportunities to select what is most useful to them and to pursue their own processes of inquiry and problem solving. Continuity between workshop and classroom is maintained through application, observation and feedback, and planning next steps based on the feedback.

A major objective of the model is to support child, family, teacher, and institutional behavior that promotes the child's growth and development and attainment of educational abilities. An essential feature of the program is the linkage with parents, who are seen as a vital, integral part of their children's learning.

The Responsive Model's Parent Involvement Component has three purposes. The first is to create a link between the school and the home and community that facilitates children's learning.

The second and related purpose is to provide additional resources within the classroom. Parent participation in classroom activities not only allows for increased individual attention; it also serves as a means of bringing the knowledge and experience of the community and of a variety of ethnic and cultural groups directly into the classroom. In this way, the Parent Involvement Program supports the program goal of expanding children's interaction with people of different cultures and enhancing their understanding and valuing of cultural diversity.

The third purpose is to expand community support for education. Parents can have an impact on education by increasing their participation in policy-advisory and decision-making bodies.

A fourth purpose of the Responsive Parent Involvement Program is to extend learning activities into the home. Parents are natural teachers of their children. By participating in programs such as the Toy Library, the Parent/Child Learning Center, and Child Development Training, they can learn to facilitate learning games and activities at home.

How the Facilitator Works with Meadville

In general, the facilitator has sought to use local ideas, institutions, and personnel to sharpen and extend the existing school and Head Start Programs. The intent was to enhance and expand what was already in place -- not to replace the existing program. The facilitator presented its model for consideration, always assuring the community of learners that adaptation, not adoption, was the goal.

The facilitator consulted and advised on most aspects of program implementation. However, local staff maintains ownership and control over the daily operations of the project at all times. The facilitator made six visits to the site and maintained weekly contact by mail or telephone. Every site visit involved contact with all major stakeholders through workshops, one-to-one conferences, classroom observation, group pre- and post-conferences, etc. The relationship that formed between the facilitator and the grantee site has fostered meaningful interaction between all groups. At the same time, this relationship has adhered to the structure and specifications for each task as defined by ACYF.

During the first year, the facilitator employed its principles for working with adults to assist the site in accomplishing the four subtasks of Task I. The facilitator conducted a three-day orientation conference (subtask I) in Meadville. Parents, administrators, and staff of Head

Start and the elementary school were informed about the educational philosophy and approach of the facilitator. The site in turn informed the facilitator about the educational program currently being implemented in the community, and about its plans for implementing the BES Program.

To complete subtask II (assist the BES External Program grantees to refine the BES Program and the four BES Program elements), the facilitator and the site worked together to adapt selected aspects of the facilitator's program to the current program.

To develop plans for implementing the program (the third subtask of Task I), a comprehensive needs assessment was conducted by the facilitator and the Project Manager. The strategy used was a balance between system-centered and client-centered data gathering, and included self-assessments, interviews, and observation of groups, individuals, and activities. Implementation priorities established as a result of the needs assessment focused on maintaining, deleting, or extending current practices or attitudes and establishing training priorities based on learner assets rather than deficits.

The final subactivity in Task I (implement a plan in cooperation with the BES sites) is the key to evolving harmony and trust between facilitator and site. To accomplish this task, the facilitator designated one of its staff as contact person for Meadville. This Site Coordinator, the primary person responsible for the site, was trained and worked with grantee leadership staff to conduct the needs assessment, develop the technical assistance plan, and carry out staff development. Most contacts made between the site and the facilitator (except for site visitation) transpire between the BES Manager and the Site Coordinator.

CHAPTER THREE: DESCRIPTION OF IMPLEMENTATION OF PROGRAM COMPONENTS

PARENT INVOLVEMENT (1979-80 PROGRAM YEAR)

Philosophy of Working with Parents

Head Start has always believed strongly that parents should be totally involved in all aspects of the education of their children. In the collaboration with Franklin County School on the BES Project this year, this belief has been fundamental in the planning of strategies for working with parents. Believing in wholistic education for children, the project has striven to provide many opportunities for parents to continue in their roles as the first and most continuous teachers of their children, both at home and in the classroom. The project has also sought parent input into development and operations.

Objectives of the Parent Program

1. To involve parents more actively in decisions regarding their children's education.
2. To enhance parents' knowledge of school policies.
3. To foster a positive relationship between parents and those who teach their children.
4. To provide parents with training that will enable them to be productive in classrooms.
5. To encourage and expand cognitive interactions among adults and children in the family.
6. To expand child rearing practices to include various developmentally sound techniques.
7. To provide a forum for parents to learn various skills (e.g., typing, sewing, woodwork, macrame).
8. To encourage appropriate diets for parents and their children.

Parents and Teaching Attitudes and Behavior

The project focused on developing parents' attitudes and behaviors as

teachers of their children. The FWL Site Coordinator conducted two two-hour workshops to explore the strengths, needs, and concerns of parents in teaching their children at home and at school. The information gathered was used to design the following experience for parents.

- The Parent Liaison staff made frequent visits to the homes of Head Start and elementary school parents to provide training and discuss various topics. The home visitations were parent-centered, i.e., the needs identified by the parent were the major foci of discussion.

- The Parent/Child Resource Center provided books, magazines, games, newspapers, and toys which parents and children could use at the center or check out for home use. Guidance in the use of materials was given by the Parent/Child Center Coordinator, the Parent Liaison, and the Project Liaison.

- A Tutorial Program for Head Start and elementary children provided a forum for parents and their children to learn together. Parents were encouraged to assist in tutoring their children in the center, thereby being trained to assist in classroom teaching.

- A series of parent workshops in the academic areas (reading, writing, oral language, math, science) were conducted by consultants with expertise in those areas. The workshops were geared to impart teaching skills and teaching confidence to parents.

- Classes (organized through the public school) were provided for parents, aimed at developing or enhancing their skills so as to increase ability to learn and/or improve the home learning environment. These classes ranged from potential employable skills development to self-improvement (such as G.E.D. classes).

- The Head Start "Exploring Parenting Workshop" Series was provided for BES parents. The purpose of these workshops was to expand child rearing practices and disciplines to include techniques well grounded in sound developmental theory. The workshops included such topics as Getting Involved in Your Child's World, Responding to Your Child, Dealing with Problems, Single Parenting, Coping with Fear, and Dealing with Anger. One of the Parent Liaisons was trained to conduct these workshops. She and the Parent/Child Center Coordinator conducted several this year, and will do more next year.

Parents and Continuity

Parents have been organized into a Policy Advisory Council, in order to have input into the project and to receive training and practice in educational

decision making. The parents on the PAC were chosen by BES parents from each Head Start Center to represent their ideas, concerns, and needs. Besides giving policy advice and responding to parent concerns, the PAC this year planned and sponsored a successful fund raiser to provide money for parent activities and to send a representive to the National Head Start Convention; a "Gong Show" involving the total community was held at the elementary school. Prizes for acts were contributed by local merchants. (The BES parents felt a sincere sense of accomplishment at having sponsored an affair that brought this community of Franklin County together. It was this group of parents who worked with the facilitator and BES Manager to develop the Parent Involvement section of this Program Description.)

Parent Involvement in Coming Years

Parents feel very good about the activities they experienced this first year of the program; they want these activities continued and expanded to reach more parents in coming years. However, reviewing the year with an eye toward the future, parents raised concerns about practices in Head Start and the many public schools that they would like to see changed.

1. Parents do not feel very welcome in public school. Having to make appointments to see teachers, having to go through the registrar's office before going to their child's classroom, having to accommodate themselves to the school's schedule rather than vice versa -- such things keep parents away from the schools.

2. The self-concept of their children is sometimes jeopardized by demeaning remarks made by some teachers, and by a felt lack of support for the children.

3. Although some teachers do, many do not contact parents to convey information about children's learning problems. By the time parents are informed, their child is in danger of repeating a grade.

4. Black parents feel that they have less than free access to the principal and the Superintendent. They feel they cannot attend School Board meetings and that they must be grossly aggressive to attain access to the administrators of the school.

5. Parents say that the schools' system for reporting progress in reading is misleading. In order for a child to successfully complete a grade level, he or she must complete the reading series for that level and show an 80% mastery of grade-level reading skills. Often, a child has done very good work on a below-level reading series, and the report to parents reflects that good work, but fails to indicate that the child is reading below grade level and is therefore failing. Parents said that when they get reports showing A's and B's, they think that their child is successfully progressing. However, many parents have then gotten notes toward the end of the year that have told them the school has decided to keep the child in the present grade for a longer time period. Parents feel that they could have prevented this if informed sooner.

6. Parents feel that the community is very much separated into racial groups -- Black and white -- and that this has resulted in unfair treatment of Black children in elementary classrooms.

These concerns gave rise to the following ideas for the future. In addition to continuing the activities described earlier, parents and staff want to have:

- A Volunteer Program for Head Start and elementary school. From the total community, this program would draw people interested in working in the classroom, tutoring children, serving on policy boards, and training parents in vocational, academic, and craft/hobby skills areas. Training of volunteers would be systematic, to help teachers and volunteers work effectively together. Teachers would also be trained in working with adults, teaming, and communicating with ethnically different people.

- A Parent/Community Advisory Committee for the total community (not just BES parents) to articulate/implement the needs and wishes of the community in educational and other areas that affect the families in Franklin County.

- A stronger emphasis on training for parents and teachers together. Parents have always been invited to attend trainings but none came out to teacher workshops this year.

- Training in classroom observations for parents, so that they can determine whether or not the program is promoting fair and equitable opportunities and providing successful learning experiences for all children. Once trained, parents would observe classrooms periodically.

- Mandatory parent/teacher reporting conferences at mutually agreeable times. At these quarterly conferences, parent ideas would be as important as the teachers'. The reporting conference would replace the traditional report card, which parents feel has been inadequate.

- Expansion of the Parent Education Committee at the Head Start Center to strengthen home teaching activities.

- Public school teachers who live in Franklin County and/or demonstrate a stronger commitment to the children they teach.

- Parents learning about their rights and about strategies for change.

- Classroom activities and materials that make the climate more relevant to Black children.

- Field trips included as a component of the curriculum, especially as the introduction to a teaching unit. Parent input would be solicited.

- Parents well informed about expectations, curriculum, and child learning procedures.

Parents and staff have chosen to adopt many activities from the Responsive Parent Involvement Program; they found a very close parallel between their ideas and the model's approach.

- Parents as decision makers would:

  -- Serve on School Board standing committees, particularly in the areas of long-range planning, curriculum, budget, and discipline.

  -- Serve on District Policy Advisory Councils for Title 1, Follow Through, Vocational Education, and Special Education (to increase political astuteness and acquire skills to assure that policies are enacted at the community, district, and program levels that will provide adequate and equitable educational opportunities for their children).

  -- Work with staff to establish criteria for staff selection, especially at the paraprofessional level.

  -- Serve as School Board members.

- Parents as educational advocates would:
  - -- Attend school board meetings.
  - -- Speak or write letters to local, state, and federal officials and newspapers stating their opinions.
  - -- Actively support school budgets, bond issues, and school programs in both formal and informal ways.
  - -- Actively support teachers' efforts to educate their children and work constructively for change.
- Parents as home child avocates would:
  - -- Make requests for evaluations and/or services for their children as needed.
  - -- Make requests for children's placement in school.
  - -- Make efforts to influence and/or provide input into the educational program.
  - -- Conduct regular learning activities at home.
  - -- Utilize books, games, and educational activities from a Parent-Child Learning Center to give home assistance in areas indicated by child interest or teacher suggestion.
- Parents as direct participants would:
  - -- Participate as educators, as paid classroom aides (teacher assistants), and as volunteers.
  - -- Attend parent meetings and parent-staff conferences.
  - -- Participate in classroom/school activities.
  - -- Give presentations in the classroom on their own cultures and backgrounds.
  - -- Serve as toy librarians, training other parents to make use of education games.
  - -- Use the strategies from learning units such as Literature Experience for Young Children (after receiving training).
- Parents as learners would:
  - -- Participate in discussion sessions on educational issues.
  - -- Participate in workshops or seminars on parenting skills.
  - -- Participate in training programs for decision making and educational advocacy.

CONTINUITY (1979-80 PROGRAM YEAR)

The project feels that both vertical continuity (the same approach from grade to grade) and horizontal continuity (consistency in school and home teaching) are important. The goal set at the beginning of the year aimed at achieving both results. However, once the program was initiated in the community, it became clear that the major thrust this year had to be the development of awareness and appreciation of the importance of continuity among all stakeholders. The project sought to achieve this goal by placing emphasis on awareness-raising activities.

Goal Statement:

To develop goals and initiate joint curriculum planning between Head Start and Franklin Elementary School teachers, parents, and administrators; and to involve parents in enhancing the continuity of children's educational development from Head Start through sixth grade.

Building a Relationship Between the BES Project and the School

- At least once a month, the Project Manager meets with the Superintendent of Franklin County School District to discuss the progress of the project. A major result of these meetings has been an agreement between school and project to assist in the relocation of the Head Start Centers.
- Biweekly, the Manager meets with elementary school administrators to discuss the best way to serve the children. Notable results of these meetings have been use of the school auditorium and kindergarten portables for parents' activities; easy access to classrooms for BES staff; Parent Liaisons working with teachers to communicate needs to parents; and development and implementation of the Tutorial Program.
- The Parent/Child Center Coordinator confers regularly with teachers (Head Start and elementary) on progress of children served by the Tutorial program. She observes classrooms with the consent of the teacher and makes suggestions. In the beginning, all contacts were initiated by the Coordinator; as the year progressed, more and more teachers initiated contacts.

- Parent Liaisons are asked by teachers to contact parents of children they are concerned about. Often the Liaison will explain the reporting procedure of the reading program (this has been a major block in parent/teacher communications). The Liaisons have assisted parents who have not been attending conferences set up by the teacher to get to the school for the conference.

- Parent Liaisons, on occasion, assist in primary classrooms to learn about the school program and to build a relationship with the teacher and the children.

Coordination of the Relationship Between the BES Project and Head Start

- The Manager of BES meets with the grantee's department heads every Monday at their regular staff meeting. He keeps them informed of all activities of the BES Project. This is also a time when the MAP staff is often requested to provide support, training, and/or consultation in BES concerns. Because the three Head Start Centers are a part of MAP as well as the BES Project, all of the resources of MAP are available to them. The "Exploring Parenting" Workshops are an example of an activity provided Head Start parents through the coordinated efforts of the BES staff and MAP's Parent Involvement Department.

- Every Friday, the BES Manager has a conference with the Executive Director of MAP to discuss activities of the past week and to solicit input on project concerns and plans.

- An enrichment activity was initiated by BES staff at each center to provide experience outside of the center in pre-reading and physical development. Parent Liaisons take children on regular trips to the library and to weekly swimming lessons.

- The Area II Education Specialist is included in program coordination activities. She has also accepted the role of Responsive Staff Developer (training provided by the FWL Site Coordinator) working primarily with Head Start staff. She has conducted classroom observations and has offered feedback to teachers, using a Responsive Approach. In this role, the Area II Specialist is providing support to teachers in the summer enrichment program.

- One Parent Liaison is assigned to each Head Start Center on a continuing basis. The Liasons assist in the classroom, make contacts with parents or teachers, and occasionally assist parents in getting to the center or to health service agencies. In this way, teachers have developed a stronger relationship with the project through the Parent Liaison.

- The BES Project Manager and Area II Administrators meet weekly to coordinate all Head Start staff and center activities related to BES.

Building a Relationship Between Head Start and the Elementary School

- A Planning Team made up of the two elementary school principals, six grade-level teachers, chairpersons, the Federal Projects Coordinator for the school, one head teacher from each Head Start Center, and the Area II Education Specialist was organized by the BES Project Manager and the FWL Site Coordinator. This group meets with the BES Manager once a month to share information and ideas, assist in workshop planning, and provide input into the Training and Technical Assistance Plan and the Program Description.

- Kindergarten and first-grade teachers at the school and Head Start teachers of four-year-olds exchange visits to classrooms. This activity provides a forum for teachers to share information and share ideas for continued support of the youngsters.

Coordination of a Relationship Between Parents and the School and Parents and the Head Start Center

- The FWL Site Coordinator, in response to a need identified by the school, conducted one two-hour workshop for parents, one for Head Start staff, and one for elementary teachers (all grades) on better communications between parents and teachers. The emphasis of these workshops was on the teacher practice of requesting parents to attend conferences at the school on their children's behavior or learning problems. Teachers had been getting minimal or no response to their messages to parents. Often parents would accept an appointment but never show up. As a result of the three workshops, the BES Project Manager and the school principals report that more parents have been responding to written messages, that teachers have sent more complete and appropriate messages to parents, and that parents have sought more complete messages from teachers.

- Teachers have worked with Parent Liaisons so as to prepare them to work with parents at home on helping their child with a particular skill problem.

- One major feature of the BES Tutorial Program is to train parents to work in classrooms. Parents select the skill they wish to learn to teach and work on that skill with their own and/or other children in the program. The Parent/Child Center Coordinator guides the activities with children while at the center. It is expected that the parents who have been trained will feel more confident and therefore more willing to work in the classroom. Correspondingly, it is expected that teachers will feel more comfortable with parents in the classroom when they know they have been trained to work with children.

- Parents are invited to attend all teacher workshops.

- Head Start Center staff, with the assistance of BES staff, have created or improved a parent space in every center. This space is open to parents at any time during center operating hours.

Coordination of a Relationship Between the BES Project and Parents

- The BES Staff have written and circulated a monthly newsletter to parents and the community. The newsletter includes information on all aspects of the project, Head Start news, and school news.

- The activities of the BES PAC described in the Parent Component promote a strong relationship between the staff and parents because the Project Manager works directly with the PAC.

- Parent Liaisons attend teacher workshops and take the skills, approaches, and activities they learn there to the homes and work with parents to tutor their children.

Building a Relationship Between BES, the School, the Grantee, and the Facilitator

- The FWL Site Coordinator attended a meeting with the Executive Director, Program Consultant, MAP Education Director, and BES Project Manager to clarify roles, lines of communication, and work relationships.

- Every site visit begins with a planning/organization meeting with the Planning Team in Meadville.

- Site visits conclude in Jackson with the grantee Executive Director, Program Consultant, Education Director, BES Project Manager, and the Site Coordinator. Integration of site visit activities and planning next steps are the foci of this conference.

- The Site Coordinator and the BES Project Manager confer by phone to set up on-site visits, and meet several times during actual visits.

- The Site Coordinator attends most activities/meetings conducted by the BES Project Manager during the site visit. In most cases, they plan and conduct these activities together.

- The Site Coordinator writes a report of each on-site, and sends a copy to the grantee, the BES Project Manager, Area II Administrators and the Superintendent.

- The Site Coordinator, in cooperation with the BES Project Manager and grantee Executive Director, made a formal written offer to provide assistance to the school in developing an accountability plan for the state.

Continuity Ideas for the Future

The project plans to continue with activities described here. The activities have just begun, and warrant a longer period to bring about intended results.

In addition to these activities, the project intends to bring about the following:

- PAC extended to include more elementary school parents. A teacher representative from both institutions and other community members should be auxiliary members of the council.

- A stronger emphasis on getting training to parents in the home by designating specific staff to concentrate only on that focus.

- A fully opened and stocked Parent-Child Center with regular check-out of materials by parents.

- An Administrative Program Coordination Committee made up of the Superintendent of Schools, the three principals (primary, upper elementary, high school), the Federal Projects Coordinator, the Area II Director of MAP, the Program Consultant, the Project Manager, and the FWL Site Coordinator. This committee would meet during every visit by the Site Coordinator; there would also be alternate monthly meetings. The meetings would be facilitated by the Project Manager in consultation with the Site Coordinator.

- A Staff Development Planning Team, made up of teacher representatives from Head Start and the school who chose to participate with the BES Staff Developer and Program Consultant, will continue to meet as before. However, this group will meet only during site visits of the Site Coordinator. The Site Coordinator will facilitate these meetings in consultation with the Project Manager and Program Consultant. The group will share the concerns, ideas, needs, and successes of the teachers who have chosen to adapt some parts of the Responsive Program; it will assist in the needs assessment and T/TA Plan development each year.

CURRICULUM (1979-80 PROGRAM YEAR)

The project has developed a long-range goal and objectives common to both Head Start and the public school. Quite expectedly, during this start-up year the two institutions have maintained their individual, traditional mode of implementing the goal and objectives. The activities related to each objective will be described separately for each institution.

Goal Statement

To develop and implement a well-articulated curriculum between Head Start and the Meadville Elementary School.

Objectives

1.1 Identify curriculum components necessary for a well-articulated curriculum by scrutinizing present curricular offerings, test results, and community interests.

1.2 Provide curricular experiences that are developmentally appropriate to the individual levels, needs, and interests of each child, based upon assessment.

1.3 Place increased emphasis on oral language, reading, writing, mathematics, science, and problem solving. Utilize art and music to assist in the acquisition of basic skills, rather than phasing these studies out of the program.

1.4 Stress mastery of skills designated as basic; utilize peers, teachers, and parents in the teaching-learning experience.

1.5 Provide children with regular feedback on their progress. Make frequent tests of competence; monitor student progress rigorously. Keep updated folders.

1.6 Develop parents' awareness of curricular offerings; provide opportunities for their assistance through home teaching and signing of homework upon completion.

1.7 Utilize the Parent-Child Center for assistance in meeting curriculum goals and objectives.

1.8 Design curriculum activities that encourage curiosity, foster pleasure in learning, and maintain and enhance children's interest in understanding their world; i.e., teach them what they need and want to know.

1.9 Foster development of observation, questioning, and other process skills.

IMPLEMENTATION IN HEAD START

Program Design

MAP Centers utilize a revised version of the Bank Street Curriculum Model. It is designed for the entire school day (8:00 a.m. to 2:00 p.m.) to provide for the total educational experience of the children. General curriculum expectations are included for each year a child is in the program. In the three-year-old units, emphasis is placed on socialization skills. Approximately 75-80% of the curriculum at this age level is designed to teach children how to interact with others. For the four-year-old units, a balance between socialization skills development and preparation for school is employed. A readiness program designed to prepare five-year-olds for successful entrance into the first year of school is the focus of the child's last year at the center.

Concepts, Skills, and Attitudes to Be Learned

The program covers a range of skills, concepts, and attitudes. Children are expected to develop academic and social skills, as well as positive attitudes related to self-concept.

Seven skill categories are emphasized:

1. Self-Help Skills - Examples: dressing, toileting, eating, tying shoes.
2. Coordination - Examples: walking, jumping, climbing, throwing a ball.
3. Language Development - Examples: speaking clearly, singing songs, naming objects, forming complete sentences.
4. Listening Ability - Examples: understanding what others say, following simple instructions.
5. Social Development - Examples: getting along with others, controlling temper, respecting others' feelings and property.
6. Small Muscle Development - Examples: using pencils and scissors, painting.
7. Health and Hygiene - Examples: eating the right foods, dental care, cleanliness.

The concepts emphasized in math are: number recognition, number vocabulary, counting in sequence to 20, one-to-one correspondence, recognition of geometric shapes, understanding differences in amounts and sizes of physical things, and awareness of time and space.

Concepts emphasized in oral language are: recognizing and speaking own name, name of some peers, and full name of people with whom the child lives.

Concepts emphasized in science are: color recognition, magnification, plants and animals.

In pre-reading activities, the concepts are: recognizing upper- and lower-case alphabet both when heard and in print.

Organization of the Curriculum

Grouping. Children are grouped by age into three distinct classes: three-, four-, and five-year-olds. For the most part, these classes do not interact. They are separated in most centers by room dividers. Each has a separate dramatic play corner; there is a common music space that is

used by each class at different times of the day. The project insists that at least three choices of organized activities be availabe to children throughout the day. However, children in a class are typically gathered in one large group with the teacher, or in two groups with teacher assistant and teacher, for content area, group activity, wash-up, and meal periods.

Room Arrangement. The room is divided into activity areas. In all centers there is a dramatic play corner, a music area, a manipulative toys/game area, an art area, and a book area. These are not distinguished by arrangement. All except the dramatic play area are used alternately for different activities.

Materials. Materials vary from center to center. Most have the following: some books that reflect the culture of the children, as well as classic fairy tales, folklore, etc.; paint and easles, crayons, pencils, paper, and scissors, blocks; some dress-up clothes, a miniature stove, a refrigerator, a sink, an ironing board, a full-length mirror; wheel toys, slide board, swing; puzzles and games.

Daily Schedule. A typical day at a center includes the following activities, generally in this sequence. The teachers establish time sequences for each activity per class or center.

WEEKLY ACTIVITY SCHEDULE

ACTIVITY	PURPOSE
ARRIVAL	1. Greeting. 2. To develop a sense of responsibility for clothing.
WASH-UP	1. To develop good hygiene habits.
BREAKFAST	1. To develop good health habits (nutrition). 2. To develop social interaction.
WASH-UP, TOILETING, CLEAN-UP	1. To develop good hygiene habits. 2. To foster cleanliness of room and organization of materials.
GUIDED FREE PLAY (Puzzles, Housekeeping, Blocks)	1. To develop coordination. 2. To develop creativity. 3. To develop social skills. 4. To promote language development.
CONTENT AREA (Language, Science)	1. To promote language development. 2. To provide listening skills. 3. To promote reading readiness.
GROUP ACTIVITY (Music, Finger Plays, Dramatizations)	1. To provide group experience. 2. To develop rhythm. 3. To learn to follow directions. 4. To promote creativity and role-playing in play.
ROLL CALL	1. To develop positive self-image. 2. To develop listening skills.
PHYSICAL DEVELOPMENT (Tricycles, Swing, Slide Board)	1. To develop gross motor skills. 2. To promote social skills. 3. To learn to follow rules.
CONTENT AREA (Math, Social Studies, etc.)	1. To develop problem-solving abilities. 2. To provide opportunities for exploration and experimentation.
LUNCH	1. To develop good eating habits. 2. To develop good table manners. 3. To introduce a variety of foods.
CLEAN-UP, WASH-UP, TOILETING	1. To develop good hygiene habits. 2. To develop social interaction.
BRUSHING TEETH	1. To promote dental care. 2. To promote good hygiene habits. 3. To practice preventive dentistry.
CHILD-INITIATED ACTIVITIES AND DISCUSSION	1. To develop self-concept. 2. To develop language skills. 3. To promote group experience.
REST PERIOD	1. To teach relaxation and the need for rest. 2. To teach respect for other people's needs.
SNACK	1. To develop good eating habits. 2. To introduce a variety of food.
OPEN FREE PLAY	1. To promote sensory motor skills. 2. To develop habits of safe play.
DISMISSAL	1. To promote a positive self-image. 2. To develop a sense of responsibility.

Instructional Process

Skill and concept development are organized around unit themes. The unit themes are either developed by the teacher or taken from the program guide for kindergarten, called the Kindergarten Key.

The units of study tend to be selected based on major events of the calendar (holidays and seasons), and on social themes such as home and family, friendship, birthdays, occupations, pets, growing things, weather, etc.

At the start of a typical lesson, the teacher calls a group of children together. As they scramble around a large table, the teacher tells them to be quiet so that they can hear what they are to do. She waits, looking at children who are taking a while to settle. She tells them that they are going to make Easter baskets, and holds up a model of a basket for them to see. All the children smile and begin to talk about Easter. The teacher asks for silence, gives everyone a piece of construction paper and a pair of scissors, and tells them to cut long strips of paper like hers. As the children cut, she goes around and helps them. For some, she does much of the cutting. Others are very skillful and finish swiftly; the teacher tells them to wait quietly for the others. When everyone is ready, she gives out the paste and demonstrates how to paste a basket together. She helps them perform this step. When all are already, she passes out crayons and the children chrose the colors they want to make their baskets. The teacher writes their names on the baskets as they finish. The children, finished, busy themselves with chatter and with sliding on and off chairs while they wait for the next activity or for instructions from the teacher. She tells everyone to line up to wash for lunch.

Assessment

All centers conduct informal assessment of children during the first six weeks of instruction to determine child needs, using the Learning Accomplishment Profile (LAP). This year they have found that the areas of assessment are far too advanced for their children, and are in search of an alternative instrument.

For the last two years, the MAP Education Director and staff have come to the centers in Franklin County and have tested the children using the TOBY.

Role of the Teacher

The teachers plan, initiate, and lead organized activities. They initiate interactions with children to give instructions and redirect behavior; model behavior for children; determine limits and sets rules of behavior for children to follow.

Teachers observe and supervise children during free play. Some use this time period to record children's behavior, vocabulary, and physical strengths and weaknesses. Teachers also assess children's knowledge and skills; some use this information to plan themes and units.

They demonstrate eating habits and good table manners during meals by eating with children, serving them and pouring their drinks.

Teachers use behavior modification techniques to handle discipline problems.

Role of the Learner

Children listen and follow instructions. They respond to the teacher's questions. They make some activity choices; interact with peers in parallel activities; and observe teacher models and pattern themselves after the model.

Implementation in the Elementary School Program Design

Three features distinguish the program for children at the Franklin County Elementary School. Though these features may not be unique to Franklin County, they do indicate an impetus toward progressive education within the district. This moved the Head Start Program to seek Franklin County Elementary School as the feeder school for the BES Project.

Franklin County Elementary School is designed for use as a complete nine-month kindergarten through sixth grade program. Kindergartens are not mandated by the state of Mississippi, and therefore are not state-financed. Franklin County is one of the few districts in the state operating a kindergarten program. The program is recognized by the state and is subsidized through Title I. The Federal Projects Coordinator for the district supervises the kindergarten staff of one teacher and one teacher assistant, and approves the classroom curriculum.

Another feature of the program is the structure of the primary and middle schools. Primary education (K-3) classrooms are self-contained, with an average size of 26 children. The middle school (4-6) is departmentalized into Math, English, Social Studies, and Health/Science. Children revolve to the teachers at their grade level who teach the four content areas. Every child is also assigned a homeroom teacher, who they see once a day for one content area and for spelling and handwriting. The homeroom teacher is responsible for coordinating report cards and records on the child. Classrooms with predominantly slow learners also have a teaching assistant.

A unique feature of the program at Franklin School is the district's total commitment to the improvement of reading scores at all seven grade levels. The daily curriculum centers around reading; class size, grouping,

and promotions are based on reading scores and performances. The program is highly structured, emphasizing teacher-directed activities based on the teacher's best judgement of the child's ability to read at grade level.

Though the major focus of the district is on teaching its youth to read at standardized levels, the staff also expresses a strong interest in "wholistic" education for children. The staff's philosophy is best stated in their 1979-80 proposal for BES.

At Franklin Elementary, we teachers believe that as a school we should provide the opportunity for each child to develop his/her potential in all areas of growth: physically, mentally, and socially. We believe that education must include the participation of parents, churches, youth organizations, and the community. Lines of communication between the school and the community should always be open so that the actual job of teaching can be recognized as a community effort.

As professional educators, we must establish rapport with the student, be selective of material, visualize and recognize individual differences, set meaningful learning objectives, motivate students, make long-range goals, exhibit creativity and originality, and use a variety of teaching techniques. Most of all, we must instill in the minds of the students the dire need for an education.

More emphasis should be placed on preparing each child to believe in, understand, and value democracy as a way of life. We should provide experiences in democratic living to help each child get a feeling of success and belonging in his/her group and community. If the student understands the principles of the democratic society, he/she will be able to use his/her skills effectively to live happily and function successfully.

The teacher's role is that of a guide who constantly seeks to provide appealing and purposeful experiences that easily lend themselves to learning.

The teacher should be ever aware that it is she, and not the books, that teaches the student; however, she should also keep in mind that possession of some essential facts is necessary to solve problems. The teacher encourages students to think for themselves, to analyze problems; then offers help in finding workable solutions.

It is our responsibility to develop the individual child as a definite personality. The educational process should include the presentation of knowledge, the development of skills, and the fostering of an ability to reason that will lead the student to accept responsive citizenship. We as teachers should help the child to develop a positive self-concept and to recognize and accept his/her potentials and limitations. It is our duty to ensure each student an education that will prepare him/her to be a productive member of a democratic society.

Concepts, Skills, and Attitudes to Be Learned

The district believes that the development of reading ability depends to a great degree on how well skills are mastered by youngsters. Thus, teachers have as their two major goals the mastery of specific reading skills and the development of a positive attitude toward reading.

The skills for reading across all six grade levels are as follows:

I. Vocabulary
   - A. Word recognition
   - B. Word meaning
   - C. Recognizing basic sight words
   - D. Word recognition of vocabulary in content areas
   - E. Uses of prefixes and suffixes
   - F. Use of dictionary
   - G. Use of context clues
   - H. Root words
   - I. Recognition of multiple meanings

II. Word attack, word analysis, perceptual skills
   - A. Auditory acquisition
   - B. Visual acuity and acquisition
   - C. Sound-symbol associations
   - D. Structural analysis
   - E. Word form clues
   - F. Phonic analysis
   - G. Syllabication rules

III Study Skills
   - A. Location of information
   - B. Selection of information
   - C. Organization and retention of information
   - D. Use of graphic and topographical aids
   - E. Ability to skim, outline, take notes, use maps, preview, review, etc.

V. Appreciation Skills
   - A. Reads for pleasure
   - B. Reads from variety of sources
   - C. Reads several books by same author
   - D. Dramatization of stories read
   - E. Retell story previously read
   - F. Illustrate stories read

Some concepts and skills emphasized in oral language are: expressing self spontaneously, expressing complete thoughts (sentences), using correct pronunciations and enunciations, and following oral directions.

Organization of the Curriculum

A team of school educators evaluates the child's readiness for first-grade level study upon his/her leaving kindergarten. If the team decides that the child is ready to compete on grade level, the child moves into a regular first grade class. If the team decides that the child is not ready, the child is placed in a first grade readiness class; if that child progresses well, he or she can move into a regular first grade class. The mobility rate between readiness and regular first grade is very low. Typically, children who are in readiness first grades remain in transition situations throughout their elementary school experience. These children tend to be the ones who comprise the transition classes of slow learners between first and second grade and between second and third grade.

Teachers in the middle school report that they have children in their classes who have been together in transition classes since kindergarten. The teachers express concern that these children tend to imitate the negative learning habits of their peers and to have very low self-esteem.

The major criterion used for class placement is the child's reading level at the end of the school year. Quite often, children who are performing well on the level they are at have not completed a grade level reading series, and are placed in a transition class until they have caught up.

Children are also grouped by reading ability within the class. Typically, the class is divided into three reading groups -- fast, medium, and slow. Children with similar reading problems are grouped together. These reading groups generally determine grouping for math, science, language (spelling), and social studies, since the major emphasis for these subjects is improving reading skills.

The rooms are organized around the teacher's work area. There is a round or kidney-shaped table near the front of the room for reading groups. The children's desks are arranged in rows facing the teacher's desk. Some classes have a large wooden structure resembling a cage, where children can go to read during free periods and during silent sustained reading times.

The learning climate is one in which children learn to be quiet, orderly, respectful, and obedient. The primary grades principal feels that obedient children are better able to attain high achievement scores.

The Houghton-Mifflin Reading Series is used throughout the school. MacMillian is used for math. Since most activities center around reading, there are few manipulatives in most classrooms. Dictionaries, globes, maps, encyclopedias, storybooks, and some magazines are the major classroom materials.

Instructural Process

The teacher is the center of activity. The teacher teaches each lesson by establishing background preteaching and new words, guiding the silent and oral reading of the story, and then guiding the rereading of the story. The workbook activities that follow each lesson are selected by the teacher for each group of children. Since Franklin School does not have a library, most follow-up activities are in workbooks and on ditto sheets. Some teachers provide experiences in creative writing and reading for pleasure.

A typical lesson. The teacher asks for silence from her class of 26 second graders. Most of the children immediately sit up straight in their seats and face the front of the room. The teacher then tells them to get out their language books, tells them what page to turn to, and asks one child to read the words on the page. The student has some problems and the teacher tells him that he should have done his homework last night. Many of the children raise their

hands to read, and the teacher calls on one who reads the words easily. The teacher thanks him and tells him he has done a good job. She calls on another child to read the directions for the task they are to do. The child reads alone easily. The teacher begins to call on children to add "ing" to words to make new words. Most of the children have a great deal of trouble understanding this operation. The teacher walks along the rows calling on children to perform the operation until she finds one child who is able to make the new word. After this several other children are able to follow the model of their peer. When the teacher feels that the children understand the process, she tells everyone to turn to the exercise page and follow the directions for forming new words. The children are to record their words on a sheet and hand it in. As the children work, the teacher walks around helping some get started, assisting others in sitting properly in their seats, and responding to questions of children when they raise their hands. The teacher looks at her watch and realizes that it is lunch time. She tells the group to stop, put their work away, and take their assignment home tonight and finish it.

Assessment

Children are tested twice a year by the California Achievement Test. They are also evaluated at the end of each reading book by a magazine test supplied by Houghton-Mifflin. Children must show 80% proficiency on the test or repeat the current book.

Teachers have expressed great dislike for the magazine test. They say that it is too long for the children, that the children dislike the test, that it aggrevates the low self-esteem of the slow groups, and that they the teachers resent having to force the test on the children. Some teachers want to solve these problems through the use of BES activities next year.

Role of the Teacher

The teacher's role has been described in all aspects of the elementary school curriculum. Classrooms at Franklin School are highly teacher-centered. The teacher plans and guides all learning activities. Teachers model behavior for the children to emulate. They help children develop obedient and mannerly classroom behavior. Teachers also develop a communication network with parents through conferences and quarterly report cards. Teachers establish a learning climate that fosters tenacious, task-oriented behaviors in children.

Role of the Learner

Children follow directions, listen attentively, respond to teacher-initiated interactions, and complete assignments. They work toward goals established by the teacher. They are respectful of adults and are orderly and obedient learners.

Curriculum Continuity

Curriculum continuity efforts this year have centered around two activities.

- o A Tutorial Program - This program, planned and implemented by the BES staff with the assistance of the primary grade principal and elementary teachers, provides learning assistance to any child from Head Start through the sixth grade with special skill needs in language arts and mathematics.

  Once a classroom teacher identifies a child for referral to the program, the head teacher or principal evaluates the child's performance, confirms needs, and submits a referral form to the center.

  The Parent-Child Center Coordinator follows-up on the referral by getting the parent to sign a consent form to allow the Coordinator to evaluate the child's school record and to observe the child during regular learning

experiences in the classroom. The Coordinator then develops a learning plan for the child. She keeps the teacher constantly informed and continues classroom observations when the child is in the classroom applying what has been learned during the tutoring sessions. Occasionally, children with needs in task completion, self-esteem, and motivation are referred to the center. The Program Manager has worked intensively with these children, and reports a significant behavior change in all children he has tutored.

- Summer Enrichment Program - Meadville, Mississippi, a rural community, affords little activity that is developmental in nature for its educationally and socially deprived young children. To minimize retrogression cognitively, a summer enrichment program to foster gains achieved during the nine-month school year is being conducted for the 60 children identified as BES children.

  The summer program employs three primary teachers from the Meadville area at 50% of their yearly salaries for three months. Three Head Start teachers are also employed to assist each teacher with 20 children. The program will operate at the Franklin Elementary School for eight weeks in conjunction with the Grantee's Summer Feeding Program. The curriculum consists of extensive literature exposure, dramatic play, language experience, reading activities, art, music, and physical fitness activities.

  A typical schedule follows.

TIME	ACTIVITY
8:00 - 8:30	Staff arrival and classroom preparation
8:30 - 9:00	Breakfast
9:00 - 9:30	Optional activity period (children have an opportunity to choose activities in literature, reading, arts, or music.)
9:30 - I0:00	Outdoor play
I0:00 - I0:30	Optional activity period
I0:30 - II:00	Physical fitness activities
II:00 - II:I5	Language experience/story writing (most days) (stories are typed during the lunch period and each child is given a copy to take home)
II:I5 - I2:I5	Lunch (Summer Feeding Program)
I2:I5 - I:00	Staff meetings and class preparation period

Flexibility in scheduling, field trips, and parent involvement is encouraged. Musicians and artists in the area are being brought in to broaden the children's concepts of their fields and to reinforce basic skills.

Parents are encouraged to work in the classroom to assist in the teaching of their children.

Parent Involvement in Curriculum

Parents are involved in curriculum in both Head Start and the school in three ways.

- The Parent-Child Resource Center provides training experiences for parents to learn techniques of tutoring children in the classroom and at home. Three days a week, the center staff pay special attention to parents' involvement at the center.
- The Newsletter (which goes out to Head Start elementary school parents as well as to the general community) generally carries information for parents about things they can do at home with their children. A typical suggested home activity appears below, excerpted from the April, 1980 Newsletter:

> Parents, you can help your child at home by having him associate words with sounds. Example: Cat/Meow, Dog/Bow-wow. Such word and sound associations will help the student with word-sound associations. There are numerous words, I've only given you two. There are many around the home; try to find a different word-sound each day. This can be very helpful to the young learners.

The Parent Liaisons follow-up in the homes to assist parents in implementing any of these ideas that they choose.

- Parents in Head Start are asked to respond to a questionnaire that solicits their feelings about the curriculum for their children. Parents are asked how important they feel such things as self-help skills, coordination, language development, ability to listen, development of social skills, etc. are to the learning activities of their children. The intent of this canvass of parent values is to plan a program for children that reflects the values and aspirations of parents for their children's education.

Teacher Attitudes and Behaviors in Curriculum

The teaching staff of both Head Start and the school experienced a series of six workshops aimed at increasing their knowledge and skills in providing learning experiences for children in curriculum content areas. Once a month, elementary teachers had a choice of four workshops offered at the same time after school. A local consultant in math, science, reading, and multi-cultural learning planned and conducted these two-hour hands-on workshops at which teachers were able to manipulate materials, design activities, and have something concrete to take back to their classrooms. These special interest workshops were general awareness-raising sessions; their goal was to help teachers become aware of new ways to implement the curriculum.

The same curriculum-area workshops were provided by the consultants for Head Start teachers at a Head Start Center. The focus was on readiness and other activities developmentally appropriate for Head Start-age children.

The FWL Site Coordinator conducted separate workshops in implementing the structural aspects of the curriculum for both teaching groups. These workshops focused on understanding children's behavior, on developing independence, and on different ways to provision the environment to provide options for learning.

Conclusion

Curriculum implementation in both Head Start and Franklin School has been rather traditional this year. The staff and parents have focused much of their energy on understanding this component by ACYF's definition. In a community where change comes slowly, much thought goes into questioning the need for change before action is taken. The community is looking forward to a greater adaptation of the curriculum to BES characteristics next year and in coming years.

CURRICULUM PLANS FOR THE FUTURE

The planning teams of both Head Start and Franklin School have selected many characteristics of the Responsive Process to adapt in their classrooms in coming years, characteristics that they feel are compatible with their beliefs and values. These characteristics are what made the relationship between the facilitator and the Franklin County System so fruitful this year.

In coming years, visitors to a Head Start Center or classroom at Franklin County Elementary School will observe many new strategies:

Reading activities will be provided that:

Build on what children know. Children have opportunities to hear and read the language spoken by themselves and their peers (in context, rather than in isolation). Children have opportunities to apply the language they speak and write to the language in books. Those who have the ability are encouraged to make word associations and identify sight words from their spoken and/or written language as well as in books. A child's prior reading experiences and skills, learning style, interests, and background are respected and used in choosing content for independent reading.

Focus in on comprehension. Children have opportunities to make predictions from personal experience prior to reading or listening to a passage or story. Children use various decoding/word attack skills in a problem-solving way, such as: (a) looking for context clues; (b) making approximate substitutions; (c) sentence analysis (d) word analysis; (e) phonic analysis. Children have opportunities to make sense of what they read by: (a) asking questions; (b) giving factual information; (c) expressing personal impressions; (d) making interpretations (own and author's intent). Children have opportunities to retell a story in their words.

Integrate reading with other language arts and other curriculum areas.

Allow children as well as teachers to select reading materials.

Employ reading as a tool for information gathering (learning) rather than as an end in itself. Reading for a purpose allows children to have opportunity to explore content they use in everyday lives (e.g., grocery labels, rhymes, menus). It also allows children to have opportunities to compare what they have read to their own lives and the lives of others in a variety of communities and cultures.

Encourage children to perceive relationships between numbers and objects. Children use their everyday experiences with time, money, etc., to develop concepts of more, less, and so on. Children develop concepts of basic shapes and of one-to-one correspondence.

Encourage children to perceive patterns.

Encourage children to predict outcomes and test their predictions.

Guide children to develop proficiency in computation skills. Children progress from simple to complex problems and from known to unknown. Opportunities to discover alternative ways of solving math problems are provided. Children take initiative to set up and solve math problems (as appropriate to age and ability).

Writing activities will be provided in which:

Pre-writing activities cover a wide range of fine-motor experiences using a wide variety of media.

Children have opportunities to identify elements of handwriting in their art work. Children see their speech in print (i.e., their spontaneous language is tape-recorded and transcribed and the children then write from the model). Children have many experiences with paper and pencil, cutting, threading beads, drawing designs, etc., to develop fine-motor skills necessary for writing.

Writing is used as a tool for communication. Children write to communicate an idea (i.e., the mechanics of writing are experienced within the context of the writing task rather than as isolated letter development out of context). They have opportunities to write for a variety of reasons (e.g., letters, newspaper interviews, reports, stating preferences, stating facts, story writing, etc.). Children have opportunities to share their writing with their peers and to look for similarities and differences (with respect for diversity in writing styles and content). Children learn writing mechanics starting with familiar and meaningful content.

Oral language skills will be developed in activities where:

Language is used appropriately for time and place. Children have opportunities to learn an appropriate school-related use for their own primary language (whether it is standard or non-standard dialect or foreign language). They also learn the appropriate use of standard English.

Appreciation for various ways of speaking is developed by opportunities for children to compare other dialects and languages with standard English or their own speech patterns. Children also have opportunities to talk with peers, and to compare past experiences and responses to present learning experiences in the classroom.

Language expression is precise and descriptive. Children have opportunities to express themselves by communicating an idea, request, or direction, forming complete sentences, and organizing ideas into a logical sequence.

Science activities will be provided wherein:

Children ask questions and identify problems connected with particular phenomena in their everyday lives. Children hypothesize, and design and implement experiments to test the hypothesis. Children classify data and facts and make generalizations. They use all of their senses to collect data to solve problems (observation, listening, tasting, touching and manipulating, smelling, movement). They make predictions about outcomes from simple experiments and experiences. Children are encouraged to verify conclusions. Children are exposed to the scientific contributions of men and women from a variety of ethnic and cultural groups, including their own. Children work with peers as well as individually to solve problems.

Multi-cultural learning* will involve activities in which:

Learners' background and culture are incorporated. Children spontaneously relate information to personal experiences. Teachers build on these experiences which represent learners' family and community. Children have opportunities to utilize materials that represent their own cultures and communities. The focus of a learning activity in any academic area encourages learners to acquire new information or express themselves about their own family, culture, and/or community.

A diversity of cultures and backgrounds are covered. Children compare their own experiences and culture with those of other children in the classroom. Children learn about such multi-cultural concepts as family, cultural contributions, interdependence, conflict, and discrimination, and compare how different groups relate to each concept. Materials in the classroom depict the experiences of different groups.

Children analyze communications (regarding culture, race, age, sex, etc.) that influence opinion about groups of people. They are encouraged to analyze statements (verbal or print) spontaneously, and they are guided to recognize, analyze, and discuss stereotypes and myths about their own or other groups of people in books, TV programs, or someone's statement.

*Although multi-cultural learning is not a goal of ACYF, it is crucial to the self-concept and ethnic identity of the children in Franklin County.

Children have opportunities to see adults modeling respect for personal and cultural differences. Teachers and parents explicitly articulate support for differences (in customs, language, etc.). Teachers provide experiences in which learners have the option to use their own learning styles/languages and cultures to acquire new skills. Teachers plan and provide opportunities for cross-group differences to be identified and/or shared (e.g., cross-age and cross-ability grouping for learning; cross-sex and cross-ethnic group cooperative task accomplishment).

Children see role models from their own community in the learning environment. Parent volunteers and paid assistants from the community are in the classroom helping children to learn.

The observer will see a physical environment (space, materials, displays, climates) in which:

- o Space arrangements provide for variety.
  More than one type of work area is provided.

- o Space arrangements provide for learner interaction.
  Some work areas provide for face-to-face interactions.

- o Space arrangements provide for flexibility.
  Learners have meaningful options regarding where to work; learners move freely from one area to another.

- o Materials provide for variety.
  Available materials can be used to carry out activities in more than just one way.

- o Materials are accessible to learners.
  Materials for recurrent activities are immediately accessible to learners.

- o Materials provide for a range of complexity.
  Available materials can be used to carry out activities at different levels of complexity.

- o The learners' community is reflected.
  Displays, posters, pictures, etc. represent the learners, their activities, their accomplishments, their families, and their neighborhood and community.

- o The climate is learning-oriented.
  Displays include a variety of printed and symbolic material that is relevant to learners' interests and appropriate to their level of ability.

- o Learner input is reflected.
  Posters, bulletin boards, displays, and projects-in-progress show learners' contributions.

- o Pictures and displays are multi-cultural/multi-ethnic.
  Pictures, displays, posters, and decorations fairly and respectfully represent the culture, history, and achievements of different ethnic and racial groups, including the learners' own.

The observer will see a teaching/learning process where teachers:

- o Build a positive relationship with children.
- o Build on learners' interests.
  Teacher observes and encourages learners' interests.
- o Help learners identify a clear purpose or context of activity.
- o Provide experiences that lead to discovery.
  Teacher is available to help set the structure, make suggestions, and help learners to maintain appropriate limits so that they can take charge of their learning activities.
- o Provide for learner integration.
  Learners are helped to articulate insights about their activiies and to make judgments about their quality and value.
- o Provide for application of skills learned.
- o Provide for assessment of experiences.
  Opportunities for learner self-assessment are incorporated into activities.

Learners in the classroom:

- o Initiate activities.
  Learners' ideas, suggestions, and concerns are incorporated into activities. Learners generate some of their own tasks.
- o Make decisions about activities.
  Learners make choices among alternative tasks or ways of doing things.
- o Plan activities.
- o Voice their feelings and ideas.
- o Critique media.
  Learners analyze communications that influence opportunities and attitudes.
- o Take credit for their work.
- o Are friendly and accepting of each other.

- o Experience a variety of groups.
- o Work as a team.
- o Interact in face-to-face groups.

During the 1980-81 program, one major change will be in curriculum and parent involvement. The staff has not seen the Parent-Child Resource Center utilized by parents as much as they would like. Thus, they have planned to provide more service to the home. Instead of four Parent Liaisons, they will have two Home-Bound Aides, one Parent Involvement Aide, and one Resource Center Clerk. Only the Resource Center Clerk will work at the Center; the other Aides will concentrate on home contact with parents.

During these next few years, the BES Community will work toward these long-range goals. They have not set a timeline for full implementation, but will keep a pace that is appropriate.

TEACHER ATTITUDES AND BEHAVIORS (1979-80 PROGRAM YEAR)

Philosophy of Teacher Attitudes and Behavior

In expressing its attitude toward the classroom teacher, the project had this to say in a recent Newsletter (April, I980).

> If this project could be compared to a wheel, then the classroom teacher would have to be considered the axle, because without her we could not move. It is the teacher who we are asking to broaden her spectrum of teaching techniques and strategies to encompass a problem-oriented/inquiry approach to learning. We believe that teachers' and students' goals are realized more effectively if the activities in the class are child-centered rather than teacher-centered. Far West Laboratory's Mississippi Site Coordinator, Ms. Jean Monroe, and Program Consultants Rejohnna Brown, Anita Hall, and Bettye Gaulden of Jackson State University are working with teachers from Head Start and the public schools to develop this approach.

This emphasis on the teacher has been the guiding light for staff development this year. Prior to the intervention of the BES Project, there had not been a staff development plan nor any ongoing staff development at Franklin School. Inservice was conducted by various consultants when needed. It consisted of isolated, disconnected workshops that were crisis-oriented.

Professional development in Head Start was much more organized, but focused heavily on coursework toward a CDA certificate. Teachers at the centers had some of their learning needs met in this way, but needed much more in-center follow-up to help them apply what they had learned.

This year the BES Project brought to the county a staff development plan and an ongoing delivery system. The general goal and objectives for this component follow.

Goal

To sensitize teachers to the role of parents as their children's first teachers, and to expand their understanding of how the overall goals of the home and school can be synchronized.

General Objectives

- To assist teachers in providing activities and techniques that individualize learning within their classrooms and provide for flexibility of approach in developing basic educational skills.
- To promote positive teacher-parent relationships that allow collaboration between both groups, and to foster increased involvement of parents in achieving BES goals at each developmental level.
- To provide opportunities for home and school activities to relate in ways that enhance children's educational development.
- To implement a training program that increases parents' and teachers' comprehension of the Head Start and Franklin Elementary School curriculum and planning methodology.

The goal and objectives above were the aspirations with which the project began. However, shortly after installation of the project, it became apparent to the BES staff and the Far West Laboratory Site Coordinator that more positive teacher attitudes toward the BES concept in both institutions would have to precede any training for change in teaching behavior. A careful look at the sequence of events of the installation of the BES Project in Franklin County necessitated a change in objectives.

The BES concept, with all of its special characteristics and mandates, was virtually plopped into the lives of the teaching staffs of both Head Start and the school. The plan to compete for the project, thereby agreeing to a particular educational approach and to development of a stronger relationship between the school and Head Start, was exclusively a high-level administrative decision. Teachers were brought into the project after the proposal was written and accepted.

This late inclusion of teachers was felt to be necessary due to the circumstances surrounding proposal development. The staff at MAP discovered the Request for Proposal at a time when teachers were beginning to close down school for summer break. MAP first had to search for a school district in Mississippi with a kindergarten program, then decide what type of program was wanted (developmental-cognitive or developmental-interactive), then organize a proposal with which to approach the district, and then secure an agreement. The inclusion of teachers was just not feasible. The problem, of course, has been how to relay this need for expediency to teachers, who feel excluded.

Teachers felt threatened during the first six months of this year. Were they going to have to make major changes in their styles of teaching? At the orientation meeting conducted by the facilitator, teachers wanted to know who had decided on Far West Lab, and what was so wrong with them that someone had to bring people all the way from California to help them. Teachers exhibited fear of change, resistance, and a lack of trust for outsiders.

With these conditions facing the project, the BES Program Manager, the FWL Site Coordinator, and the Program Consultant approached the primary grades principals and the Federal Projects Coordinator with the problem. This group decided to form a coordinating team composed of the seven grade-level teachers from the school and one teacher from each of the three Head Start Centers. It was felt that by having teachers meet regularly with administrators to have input into training, a more trusting relationship between the faculty and the BES staff might develop.

The coordinating team's involvement in the needs assessment and the resultant Training and Technical Assistance Plan established the following objectives for the Teacher Attitudes and Behavior Component.

Specific Objectives for Parent and Staff Development

- To provide teachers during this start-up year with enough information to stimulate interest in the program.
- To provide ways to help teachers focus on their own assets, thereby freeing them to recognize and support those assets in the children (allowing them to preceive children as capable of learning to function in an open classroom).
- To provide training to Head Start teachers in their self-identified area of need and/or interest.
- To provide training to elementary teachers in their self-identified area of need and/or interest.
- To provide training for parents in at least one self-identified area of need.
- To increase parents' self-confidence as teachers of their children.
- To provide for continuity between training experiences, and consistent support for follow-up.

Staff Development

Because of the special problems in Meadville, the project focused on teacher attitudes and teacher behavior as separate though related issues. Inservice training was therefore provided for these two issues in separate workshops.

Teacher Behavior Workshops consisted of four small-group sessions. They were held after school for two hours (3:00 p.m.-5:00 p.m.) for elementary teachers; for Head Start, the two-hour sessions were held after the children left, but during working hours (I:30 p.m.-3:30 p.m.). The sessions were special interest workshop conducted simultaneously, allowing teachers to choose which workshop to attend based on their interests and/or needs.

The workshops' topics were: a developmental-interaction approach to teaching reading, math, science/problem solving, oral language, writing, and multi-cultural learning. Local consultants with expertise in the areas of the workshops conducted the sessions. These consultants were selected because of their compatibility with the goals and principles of Responsive Education and the developmental-interaction approach.

The intent of the workshops was to encourage teachers to begin to examine their present ways of teaching by exposing them to a developmentally sound alternative for teaching children.

The format of the workshops was prescribed in a Memorandum of Agreement that all consultants received and signed. The text of the memorandum follows:

SUBJECT: Memorandum of Agreement.

To : All Consultants for the Basic Education Skills Project.

FROM : Thaddeus L. Collins
Project Director

Please be advised that all consultants contracted to work with the Basic Education Skills Project are to submit prior to each workshop an outline of their presentation based on a Needs Assessment that will be submitted to them one week prior to their presentation. The outline should also reflect the needs, objectives, expected outcomes, and measures of effectiveness identified in the Training and Technical Assistance Plan for 1979 for each of the following groups:

(1) Parents working with their children at home.

(2) Head Start teachers and children (ages 3-5).

(3) Primary-level teachers and children (K-3).

(4) Intermediate-level teachers and children (4-6).

We further request that "hands-on" workshops be conducted that provide for:

(1) Participant analyses.

(2) A rationale of activities for participants.

(3) Direction for implementation in their principal environment.

Finally, this agreement requests recommendations from consultants as to how local staff can assist teachers in following through on activities in the classroom.

The emphasis on "hands-on" activities came directly from teachers. Teachers wanted learning experiences in which they could become actively involved and which were concrete and transferable to the classroom. The request from teachers for "hands-on" learning experiences was compatible with the training model of the facilitator.

As yet this year, direct carry-over into the classroom has not been great. Evaluation of classroom implementation surfaced a need for more consistent support for teachers in classrooms. How this problem will be solved is described later.

Teacher Attitudes Workshops were large-group two-hour sessions conducted by the FWL Site Coordinator during three of the on-site visits. Because of scheduling problems, Head Start staff and the school faculty had separate workshops which focused on the same content. Elementary workshops were held after school in the gymnasium. All certified faculty (including Title I and Special Education), the two principals, the Federal Projects Coordinator, and the BES Program Manager, secretary, Parent/Child Center Coordinator, and Parent Liaisons attended these workshops. Head Start workshops were attended by all center staff and the Area II Educational Specialist, the BES Parent/Child Center Coordinator, the Project Manager, and the Parent Liaisons.

The intent of the workshops was to help teachers understand BES, ACYF, and the Responsive Program in order for them to expand their perceptions of the project. It was felt that if teachers' understanding of the project was developed, they would be less threatened and would begin to see the project as their own. A summary of content for the workshops follows:

1. Responsive Education: An Overview of the Program for Children and Adults

   The learners were introduced to the Responsive Program goals, principles, process for facilitating learning, and program expectations for teaching and learning behaviors by viewing the "Connections in Learning" film (which deals with first and second grade classrooms) and the "Learning Begins with Questions" film (which deals with staff development); or through experiencing and discussing simulated classroom activity.

   Related topics included: articulating Responsive Education to parents and significant others; identifying one's own beliefs about learning and teaching; and assessing one's own teaching practices for consistency with the program.

2. The BES Concept: An Overview of the Program Goals, Objectives, and Components

   The learners were introduced to the BES Program goals, objectives, components, and expectations. Emphasis was placed on the four components and on how they would affect the program at the local site.

   Related topics included: role and functions of BES staff; purpose of the BES Parent-Child Resource Center; role of the facilitator; and what is ACYF.

3. Responding to Children

   The learners become aware of some strategies for discovering who the children are, what they need, and how to use what is discovered for assessing, planning, and providing the physical space, learning experience, and teaching behaviors appropriate for their effective growth.

A variety of learning experiences were provided during the workshops. For the most part, these experiences allowed learners to work individually, in teams, and in small groups. Every session included some direct input on the topic from the facilitator to clarify issues and summarize content.

As motivation for elementary teacher participation at inservice workshops, teachers were paid $5 an hour for attendance. Because Head Start staff cannot receive stipends for training, their workshops were held during working hours at one of the centers.

Administrators during the end-of-the-year evaluation meeting indicated that they preferred the small-group special interest workshops to the large-group single focus workshops. Strategies for how to provide for smaller-group sessions with the FWL Site Coordinator will be a major focus for the 1980-81 program year. Clearly, the special interest workshops will continue more in-depth next year.

Parent Involvement in Staff Development

Parents were verbally invited to attend all Head Start workshops. Typically, parents did not attend, although all consultants and the FWL Site Coordinator were prepared to provide for parent needs at their workshops. The FWL Site Coordinator conducted three night workshops for parents at one of the centers and at the BES Parent-Child Resource Center. The aim of these workshops was to inform parents about the facilitator and the BES concept, to assess parents' ability to teach their children, and to enhance communication skills.

Continuity in Teacher Attitudes and Behaviors

Support for teachers implementing inservice training content in the classroom was provided by two local persons identified as Staff Developers: Mrs. Hall, the Area II Education Specialist; and Mrs. Queen, the Parent-Child Resource Center Coordinator. Classroom follow-up began late in the year. It was not as consistent as the staff would have liked, since the two Staff Developers were unfamiliar with the Responsive Program and Responsive Staff Development. Training was provided to the Staff Developers twice during the year by the Site Coordinator. The BES Program Manager provided support and assistance to the Staff Developers during the weeks prior to and following onsite training experiences.

Mrs. Hall, working with Head Start, and Mrs. Queen, working with the public school, provided in-classroom support to teachers using a Responsive procedure.

- They made an appointment with the teachers to observe in the classroom. During the observation arrangement contact, they asked the teacher to identify one thing she wanted observed that she would like to change. They established a proximate time when a teacher feedback conference could be conducted.
- They made observations as arranged, recording evaluation-free descriptions of what was seen.
- After the observation, they organized the feedback to teachers by identifying some things that were going well and one thing that needed improvement.
- During the feedback conference, they allowed the teacher to self-assess first; then they shared their impressions with her, always seeking her input and ideas.
- They left the teacher with a plan of action that she had developed with their assistance. The Staff Developers and the teacher set a time for follow-up observation.

In-classroom support for teachers was also provided by the Program Consultant. Dr. Brown visited the Head Start Centers and performed in-depth observations of the curriculum. She then drafted and gave to each head

teacher a "theme unit" in an attempt to provide more curriculum continuity. The teachers were to implement the unit in the centers, and Dr. Brown was to observe and give feedback and assistance.

Some teachers liked the idea of units; it fit right into their general planning. Others felt that the unit was imposed upon them, and requested more input in the future. Strategies to provide for more input will be a major focus of planning for next year.

Teacher Attitudes and Behaviors Activities for the Future

Teacher assistants at the elementary school were not included in staff development this year. Since they are paid by Title I and training is a mandate, release time for training will be a part of next year's program.

The administrative team is concerned about the effect of paying teachers to motivate them to participate in training. Therefore, teachers will be asked to volunteer to attend after-school workshops and some release-time workshops will be provided.

Workshops on the Responsive Program will be provided by the FWL Site Coordinator. Topics of these workshops will be:

1. Responsive Education: An Overview of the Program for Children and Adults (For New Teachers).

   The learner is introduced to the Responsive Program goals, principles, process for facilitating learning, and program expectations for teaching and learning behaviors by viewing the "Connections in Learning" film (which deals with first and second grade classrooms) and the "Learning Begins With Questions" film (which deals with staff development); or through experiencing and discussing simulated classroom activity.

   Related topics may include: articulating Responsive Education to parents and significant others; identifying one's own beliefs about learning and teaching; and assessing one's own teaching practices for consistency with the program.

2. Understanding Responsive Program Goals.

The learner is introduced to the program's rationale for the goals of enhancing: (1) cognitive development or development of perceptive and analytical skills using problem-solving processes, (2) affective or emotional development by increasing healthy self-concepts, or (3) social development by increasing knowledge about and competence to interact with people of a variety of cultures through participating in a simulated learning environment or seeing a film. In addition, the learner has a chance to become aware of methods of providing opportunities for children to work toward the attainment of objectives that lead to these goals.

Related topics may include: criteria for observing Responsive goals in action; planning and implementing problem-solving experiences; planning and implementing experiences to increase healthy self-concepts; planning and implementing experiences to provide for equitable opportunities for children to learn and to gain multi-cultural competencies.

3. Responsive Teaching Practices

The learner is introduced to the Responsive principles and the strategy for implementing those principles in the classroom: the Responsive Process for Facilitating Learning.

Related topics may include: effective questioning techniques; inquiry/discovery learning methods; establishing limits and discipline; conferencing with children.

4. Responding to Oneself and One's Own Professional Growth Expectations

The learner is offered the time and guidance to reflect on his or her own growth processes. The learner may identify the professional questions uppermost in his or her own mind, as well as his or her feelings related to these professional experiences. The learner may begin a program to bring into focus answers to his or her concerns. Additionally, the learner explores ways he or she learns different things best and discovers strategies for keeping records of what is being learned.

Related topics may include: teaming relationships; working with parents.

5. Responding to Children

The learner becomes aware of some strategies for discovering who the children are, what they need, and how to use what is discovered for assessing, planning, and providing the physical space, learning experiences, and teaching behaviors appropriate for their effective growth.

Related topics may include: recordkeeping; planning with children; discovering the child's culture and the culture of the community; providing equitable opportunities for children to learn; identifying and avoiding demeaning behavior.

6. Implementing the Responsive Physical Environment

The learner becomes aware of some criteria and strategies consistent with Responsive Program goals and principles for planning and arranging the physical environment and its resources.

Related topics may include: managing the Responsive classroom; selecting resources to promote a variety of cultural experiences (e.g., Selecting Children's Books with a Black Perspective); use of learning centers.

7. Implementing Responsive Learning Experiences in the Classroom

The learner becomes aware of some criteria and strategies for setting objectives and for planning, implementing, and assessing learning experiences that are consistent with Responsive goals and principles. The learner is introduced to one or more of the Guides for Using Curriculum Responsively, including: Organizing and Managing Responsive Classrooms; Reading in the Responsive Education Program; Responsive Education Teaching and Learning in Dialect, Bilingual, and Multilingual Classroom Situations; Teaching Math Responsively; Science in the Responsive Education Program; and Curriculum Guides Overview.

Related topics may include: assessing children's growth; using spontaneous experiences for learning; enriching literature experiences for children: integrating language (teaching language skills in an integrated way); problem-solving experiences with children; using multi-cultural practices to acquire basic skills.

To provide for more consistent classroom follow-up and for more continuity, three Teacher Liaisons will be added, replacing the positions of Parent-Child Center Coordinator and Project Liaison. The teachers will be selected from the faculty at Franklin school. They will provide staff development to teachers in the classroom. They will be trained by the FWL Site Coordinator and supervised and supported by the BES Program Manager.

Head Start staff identified the following topics for future workshops:

- How to observe and record children's behaviors. How to develop individualized plans from observation records.
- More on science with live animals.
- How to use the Kindergarten Key as a curriculum guide.
- Providing literature experiences for children.
- Developing Study Units.
- Teaching children number concepts and number discrimination.
- Make 'n' Take materials workshops. How to get the most out of your natural material. What is "beautiful junk"?
- What is pre-writing? How do you teach it?
- Recognizing and utilizing peak "learning readiness" periods in children.

Elementary teachers want some assistance in helping children:

1. <u>To read by</u>
   a. Making predictions
   b. Comprehending through retelling stories in their own words or guessing missing words or phrases in a passage
   c. Employing a variety of strategies for gaining comprehension, such as self-correction, meaningful substitutions for words or phrases, and use of their own dialects
2. <u>To use and understand language by</u>
   a. Labeling and describing what they see, feel, and experience
   b. Expressing themselves orally
   c. Using their own dialects in appropriate situations
   d. Using standard English in appropriate situations
   e. Applying basic mechanical language conventions (e.g., punctuation) in the writing of original material

3. To understand and use math by

   a. Figuring out equation problems with manipulatives and/or symbolic representations

   b. Grouping

   c. Using math concepts (e.g., more than, less than, equivalents)

   d. Solving problems with manipulatives and pencil and paper

   e. Recognizing and utilizing relationships

   f. Perceiving, creating, and completing patterns

   g. Relating to real-life problems (e.g., telling time, making change, and word problems)

   h. Measuring for a variety of purposes

4. To understand science concepts by

   a. Asking questions and identifying problems connected with particular phenomena

   b. Hypothesizing and then designing and implementing experiments to test the hypotheses

   c. Predicting outcomes and verifying conclusions

   d. Classifying data and making generalizations

   e. Communicating findings to peers

   f. Using many media to demonstrate what is observed, touched, tasted, and heard

5. To understand and use multi-cultural concepts by

   a. Demonstrating knowledge of concepts (e.g., family interdependence, diversity, community values, culture, traditions, cultural contributions, discrimination, conflict, change)

   b. Demonstrating knowledge of own cultural group and another group

   c. Critiquing media for bias

   d. Using social action strategies

   e. Working cooperatively with people who are different.

The BES staff and faculty feel that with these improvements many meaningful changes will occur next year and in coming years.

Conclusion

The community sees these as its most beneficial efforts of this year.

1. The Tutorial Program, which has helped the school faculty begin to see BES as an important aspect in their lives, and which has directly served many children with learning problems.
2. The special interest workshops.
3. The Parent Liaisons working with parents at home.
4. The relationship between the facilitator and the site.
5. The strong relationship between parents and the BES Manager.
6. The parents' Gong Show.
7. The parents' workshops.

The community looks forward to continued growth based on new ideas.